

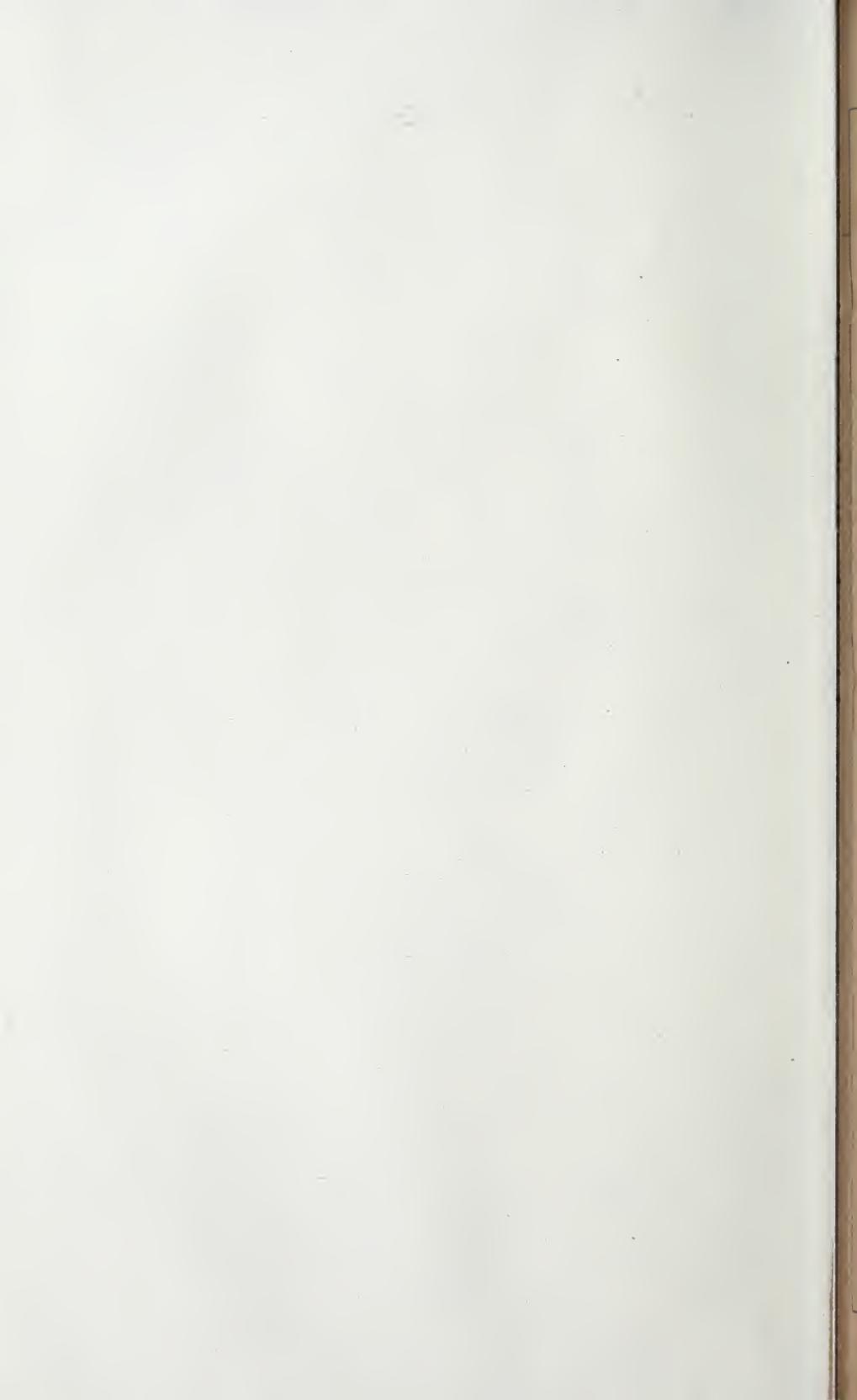


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Thirty-Fifth Annual Report

OF THE

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1881

SCHOOL COMMITTEE

OF THE

CITY OF MANCHESTER,

TOGETHER WITH THE

TWENTY-SIXTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION,

FOR THE FISCAL YEAR ENDING

DECEMBER 31, 1881.



MANCHESTER, N. H.: .

JOHN B. CLARKE, PRINTER.

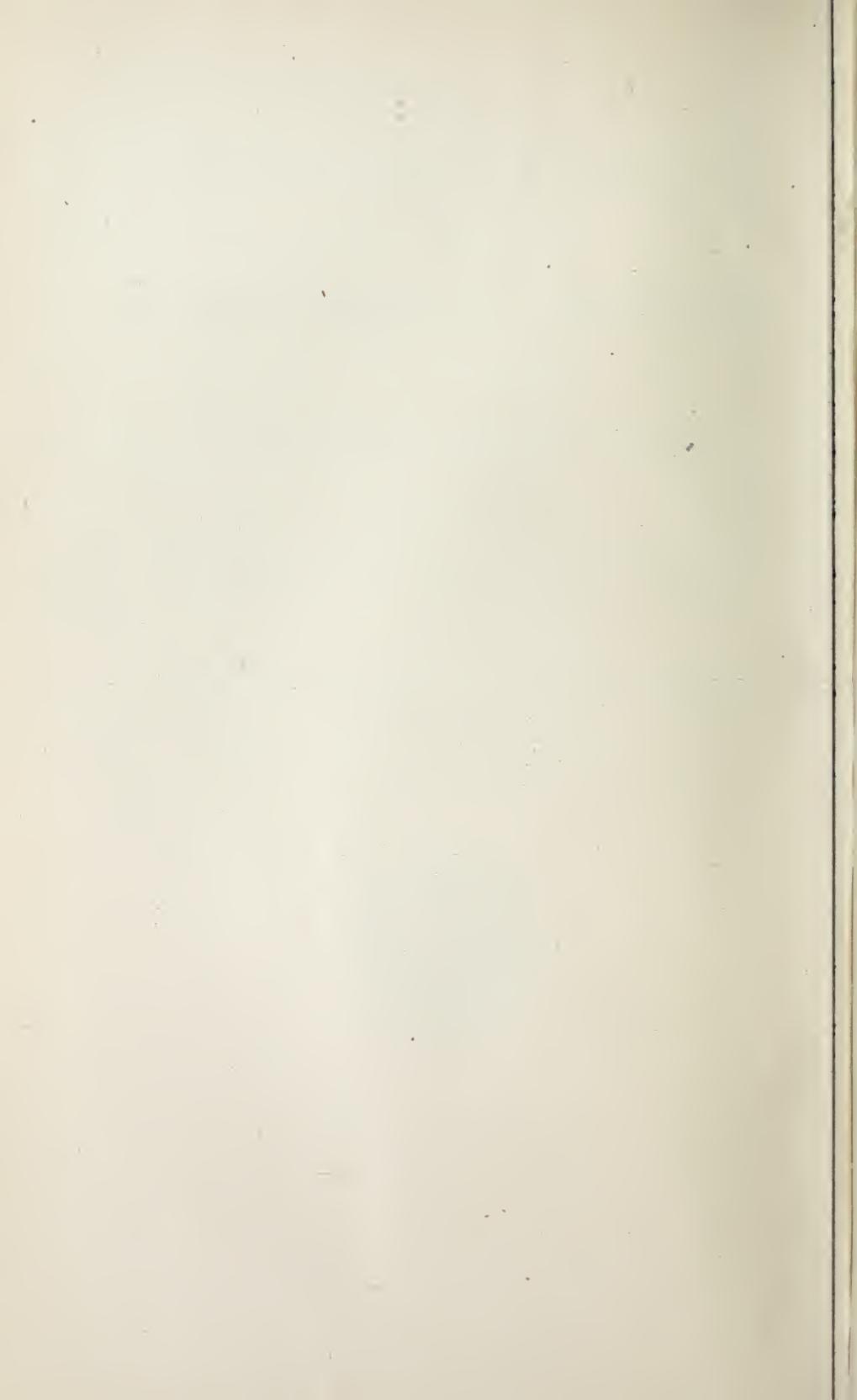
1882.



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OF THE
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SCHOOL DEPARTMENT.

ORGANIZATION FOR 1881.

SCHOOL COMMITTEE.

HORACE B. PUTNAM, Mayor, *ex-officio* Chairman.

WILLIAM J. HOYT,

President of the Common Council, *ex officio*.

Ward 1.— Charles F. Everett, 54 Stark corporation.

Frank T. E. Richardson, 49 M. S. B.

Ward 2.— Benjamin C. Dean, Myrtle street, cor. Ash.
Gerherdus L. Demarest, 54 Blodget street.

Ward 3.— Daniel Clark, Lowell street, cor. Pine.
William A. Webster, 581 Union street.

Ward 4.— Walter M. Parker, Hanover, cor. Chestnut.
John T. Fanning, 360 Manchester street.

Ward 5.— Denis F. O'Connor, 173 Central street.
Charles A. O'Connor, Chandler House.

Ward 6.— Abial C. Flanders, 308 Park street.
Brackett B. Weeks, 382 Central street.

Ward 7.— Marshall P. Hall, 54 Amoskeag corporation.
Ezra Huntington, 13 M. P. W. corporation.

Ward 8.— Louis E. Phelps, 220 Granite street (P.).
Douglas Mitchell, 220 Granite street (P.).

CLERK OF SCHOOL COMMITTEE.

MARSHALL P. HALL.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

WILLIAM E. BUCK.

STANDING COMMITTEES.

Finance, Accounts, and Claims.—The Mayor, Messrs. Huntington, Hoyt, Fanning, Hall, Parker, Mitchell.

Salaries.—Messrs. Phelps, Clark, Webster, Weeks, Huntington.

Repairs, Furniture, and Supplies.—Messrs. Flanders, Dean, Fanning, D. F. O'Connor, Parker.

Fuel and Heating.—Messrs. Huntington, the Mayor, Fanning, Flanders, Phelps, Clark, Hoyt.

Examination of Teachers.—Messrs. Webster, Clark, Parker, Dean, C. A. O'Connor.

Text-Books and Apparatus.—Messrs. Dean, C. A. O'Connor, Weeks, Demarest, Clark.

Employment of Children and Truancy.—Messrs. Mitchell, Webster, Everett, Richardson, Demarest.

Music.—Messrs. Richardson, D. F. O'Connor, Weeks, Flanders, Mitchell.

Drawing.—Messrs. Hall, Mitchell, Demarest, Phelps, Fanning.

Non-Resident Pupils.—Messrs. Weeks, Everett, Flanders, D. F. O'Connor, Richardson.

Course of Study.—Messrs. Demarest, Hall, Webster, C. A. O'Connor, Parker.

Sanitary.—Messrs. Webster, Clark, Dean, Demarest, Fanning.

SUB-COMMITTEES.

High School.—Messrs. Clark, Dean, Parker, C. A. O'Connor, Hall, Webster, Demarest.

Ash Street.—Messrs. Dean, Webster, Demarest, Phelps, C. A. O'Connor.

Lincoln Street.—Messrs. Demarest, Flanders, Weeks, Fanning, Clark.

Spring Street.—Messrs. Everett, Parker, Flanders, Huntington, Demarest.

Franklin Street.—Messrs. Huntington, Hall, Phelps, Clark, Richardson.

Lowell Street.—Messrs. Webster, C. A. O'Connor, Mitchell, Everett, Fanning.

Manchester Street.—Messrs. C. A. O'Connor, Weeks, Dean, D. F. O'Connor, Everett.

Wilson Hill and Bridge Street.—Messrs. Parker, Fanning, Weeks, Phelps, Flanders.

Training School.—Messrs. Hall, Clark, Dean, Huntington, D. F. O'Connor.

Beech Street.—Messrs. Webster, D. F. O'Connor, Richardson, Hall, Mitchell.

Piscataquog Grammar.—Messrs. Phelps, Mitchell, D. F. O'Connor, Weeks, Huntington.

Center Street and South Main Street.—Messrs. Mitchell, Phelps, Demarest, Flanders, Fanning.

Amoskeag, Blodget Street, and Stark District.—Messrs. Richardson, Everett, Parker, Mitchell, Dean.

Bakersville and Hallsville.—Messrs. Flanders, Hall, Webster, C. A. O'Connor, Phelps.

Goffe's Falls and Harvey District.—Messrs. Weeks, Clark, D. F. O'Connor, Fanning, Richardson.

Mosquito Pond, Webster's Mills, and Youngsville.—Messrs. Fanning, Richardson, Everett, Parker, Webster.

Eveuing Schools.—Messrs. D. F. O'Connor, Huntington, Flanders, Demarest, Hall.

IN BOARD OF SCHOOL COMMITTEE,
January 6, 1882.

The Superintendent read his annual report to the School Committee.

Voted, That the report be accepted.

The Clerk read the annual report which he had prepared at the request of the Board.

Voted, That the report be accepted, and adopted as the report of the Board, and that it be transmitted to the City Councils, together with the report of the Superintendent.

Attest:

M. P. HALL, *Clerk.*

REPORT
OF THE
SCHOOL COMMITTEE.

To the City Councils,—

GENTLEMEN:—The School Committee present their annual report for the year 1881.

The public schools have been in session one hundred and eighty-five days, or thirty-seven weeks of five days each. The number of schools at the beginning of the year was seventy-two; at the close of the year, seventy,—one primary school on Spruce street, and another on Manchester street, having been closed at the beginning of the fall term, on account of the withdrawal of pupils to be placed in the French parochial schools. The number of teachers employed at the beginning of the year was seventy-six; at the close of the year, seventy-four. Six teachers have resigned their places; namely, Mrs. Mason, and Misses Greene, Campbell, Stone, Chase, and Hubbard. They were all successful teachers and long in service, four of them having taught more than ten years each, in this city. The following-named new teachers have been appointed: Misses Webster, Gilford, Patten, James, and Gee. All of these except Miss Webster are graduates of the Training School.

The whole number of scholars enrolled in the day schools was 4,235. The average number belonging was 2,858. The average daily attendance was 2,602. The average percentage of attendance, 91. The whole number enrolled was only 99 more than in 1880. The average number belonging was 112 less, and the average attendance was 125 less. The falling off took place in the last term of the year, and was occasioned almost wholly by the closing of the schools before mentioned. At the close of the year the whole number belonging to the schools had probably been restored, more scholars having been placed in schools through the efforts of the truant officer than were withdrawn at the beginning of the fall term. There are four hundred or more children in the French schools; so that the total number in all the schools of the city, public and private, has probably been increased three hundred during the past year.

The usual promotions have been made from grade to grade. The number of pupils who completed the grammar-school course was sixty-two; number of these who passed into the High School, fifty-four; whole number admitted to the High, sixty-one; number of graduates from High School, thirty-nine. The largest average attendance in one room was forty-six, at Goffe's Falls; the smallest, five, in the Stark District. The average attendance at Webster's Mills was twelve, and at Mosquito Pond, fourteen. The Board would recommend that the two schools last named be consolidated; and the school at Stark District ought not to be continued longer with the present number of scholars.

A table giving the particulars of attendance in the several schools will be found at the end of this report.

EVENING SCHOOLS

have been in session about the same number of months as usual. The attendance has been irregular, particularly at the Spring-street house, and rather unsatisfactory in its results. A large number of youth find their way into these schools who make no profitable use of their time. It has been suggested that a new plan be adopted which has been found successful in the city of Worcester. A small deposit of money is required as a guarantee of the faithful attendance and deportment of the pupil, to be returned at the end of the term.

The demand for more school room at the north end of the city is increasing. Plans for the erection of a

NEW SCHOOL-HOUSE ON WEBSTER STREET

were adopted in the month of September, and the foundation of a building has been put in. The amount already expended, including the cost of the lot, is about four thousand and seven hundred dollars. The following description of the proposed new building is furnished by Mr. Fanning the architect:—

“The complete plan of this school-building is arranged for eight school-rooms, to contain forty-eight desks in each room. The central section is forty-nine by fifty-eight feet on the ground, and contains four school-rooms, two on the first and two on the second floor, and four hat and cloak rooms, and teachers’ closets. On each side of the main building is a wing, thirty-six by forty-four feet in plan, two stories high, and containing a school-room on each floor, and the stairways. A basement extends under the entire building. It is proposed to build only the central section of the building and one set of stairways at present, but

arrange for the addition of the wings when they shall be required. The rooms in the central section of the building will be separated by a partition containing slides, so that they may be used together for general exercises, and these rooms have also more than the usual length to adapt them for assembly purposes, avoiding the necessity of an additional story for an assembly hall in the building. The clothes-rooms are placed on the same floors as the school-rooms, so as to avoid the use of stairs as far as possible. The arrangements for light, ventilation, and heating have been carefully studied, and it is believed that all the rooms will be convenient and cheerful. There will be two fronts to the building, facing Chestnut and Pine streets respectively. The facades, although plain, will be quite pleasing and imposing when the building is complete, with the addition of the wings."

The Board have recommended the selling of the house and lot at Bakersville, on account of the undesirable location, and the building of a new house on a larger and more eligible lot. They have also recommended the purchase of additional land adjoining the north Main-street lot in 'Squog. The increase of population on the west side of the river is greater than in any other section of the city. The Superintendent reports that more school room will be urgently needed there at the opening of the spring term. There has been no enlargement of school accommodations in that section of the city for many years. The Board hope to see both of these plans accomplished.

VARIOUS REPAIRS

have been made upon the school-buildings, costing in the aggregate \$4,959.72. Of this amount, \$1,600 was spent for the extensive repairs upon the Lowell-street building, known as the old High-School house. The house has been

greatly improved. The crooked flights of stairs at the ends of the building were removed, and a broad hall and staircase placed in the center of the building, allowing the four school-rooms to receive light on three sides, and improving their ventilation. This building originally cost only \$2,700. After adding the cost of remodeling, it is still the least expensive, as well as the oldest, school-house in the city.

Valuable improvements have been made in the High-School building. The former unsightly privies have been replaced by water-closets with modern arrangements. The plumbing and carpentry cost \$974.57. New floors of Georgia pine have been laid in the Training-School building, and other repairs made, costing \$254. At Lincoln-street, alterations in the steam-heating apparatus, and repairs of the fence, cost \$126; at Franklin-street, repairs of stairs and changes in boiler, \$215.74; at Spring-street, gas-piping for evening schools, and repairs of water-closet, \$105.45. New fences at Manchester-street, \$142.75; Spruce-street, \$205; Blodget-street, \$85.90; north Main street, \$147. At South-Main-street, concrete walks, and repairs upon steps and shed, \$159.86; at Center-street, drain-pipes and painting, inside and out, \$250; Amoskeag, new fence, and introduction of city water, \$186.60; and minor repairs, costing less than \$100 each, on the following-named buildings: Ash-street, Goffe's Falls, Harvey District, Hallsville, Mosquito Pond, Stark District, Webster's Mills, and Wilson Hill. The committee on repairs have estimated that \$5,000 ought to be spent upon the buildings the coming year, to keep them in proper repair, and to make some needed changes. The roof of the High-School building needs extensive repairs. The basement of the Spring-street house should be excavated, in order that the steam-heating apparatus may be safely managed. The

outer wood-work upon several of the buildings is decaying, and needs paint to protect it from the weather.

The committee have recommended that the lecture hall at the High School be fitted with seats and desks, and used as a study-room. Recitations can then be carried on in the different rooms in the building, without interrupting study. Aside from the advantages of the change in the work of the school, the new sittings will conduce to the comfort and health of the pupils. The old seats are uncomfortably small and low for the use of the older pupils of the school.

COST OF THE SCHOOLS.

The expenditures of the School Committee for the year have been as follows:—

For instruction	\$37,503 40
incidental expenses	13,225 22
	<hr/>
	\$50,728 62

We close the year with an unexpended balance of \$2,739.75. A detailed statement of expenditures will be found appended to this report.

The expenses have been \$1,734.03 more than last year. Of this amount, \$874.80 was for teaching, and \$859.23 for incidentals. Additional teachers have been employed, and the cost for janitors' services and fuel has correspondingly increased.

The schools have been supplied with tables, blocks, and models, for object teaching and drawing, and a large amount of supplementary reading. These are permanent supplies, and their cost ought not to be reckoned in the running expenses of the schools, although it has largely increased the incidental expenses of the year.

The average cost per scholar, based upon the whole number enrolled, is \$11.98, against \$11.84 in 1880. It is

customary to base the cost per scholar upon the average number belonging to the schools. The large falling off in attendance in the last half of the year reduced the ratio of average number belonging to whole number enrolled much below that of last year, and the average cost upon this basis is therefore increased, being \$13.12 for teaching, and \$4.63 for incidentals, a total of \$17.75 per scholar, against \$16.49 for 1880. Several schools in the city proper and in the suburban districts have been very small. So long as we are obliged to support such schools as those at Mosquito Pond, Webster's Mills, and Stark District, paying full salaries for the instruction of from five to twelve scholars, the average cost will necessarily be high.

The total cost of public instruction in this city for the last year, including salaries of superintendent, committee, and truant officer, was \$54,125.12. The city has received its share of the state literary fund, amounting to \$1,870.50, and in tuition fees from non-resident pupils, \$296.80. Deducting this from the total expenses, we have \$51,957.82, as the net amount paid by the city for the support of the schools. This is two and eight-tenths mills upon each dollar of the assessed valuation. The average cost in one hundred and fifty-six cities and towns in the United States having seven thousand five hundred inhabitants and upwards, as shown by the last report of the Commissioner of Education at Washington, is six and four-tenths mills.

It has repeatedly been shown that the public-school expenses of Manchester are low, and have not increased with the growth of our population and the increase in cost of other departments of the city. Our teachers' salaries are lower, and our incidental expenses are less, than in most towns of the same population. The tax-payer who is disposed to charge the schools with extravagance should be reminded of these facts. It should be remembered, also, to

what extent the public-school tax is reduced on account of the large number of scholars in private schools. If all the children of the city were instructed at the public expense, as they have an undoubted right to be, the city would be obliged to hire fifty new teachers, build twelve new school-houses of four rooms each, at an expense of at least one hundred thousand dollars, and pay an increase of twenty-five thousand dollars in the annual running expenses of the schools.

The board have contemplated certain measures for the new year which might increase the expenses of the schools to the extent of one thousand dollars to fifteen hundred dollars. A new teacher is imperatively needed in the High School. Since the cutting off of an hour's time each day, it is impossible for the present corps of teachers to give thorough instruction in the time permitted for recitations. Even before the reduction in time, a great defect in the High School was lack of thoroughness, arising from the same cause.

The increase of appropriation for 1882, asked for by the committee to cover the increase of salaries and the pay of new teachers, is no more than the balance now on hand. The committee believe the recommendations they have made for the coming year to be necessary for the efficiency of the schools. They know the people desire the schools to be kept at the highest standard of usefulness, and will favor liberal appropriations for that purpose. At the annual election of teachers, the board voted a slight

INCREASE IN THE SALARIES

of all teachers except the following: the sub-master and first assistant at the High School, first assistants in grammar schools, the teacher at Goffe's Falls, and the special teachers in music and drawing.

This increase restores the salaries to about the same rates as paid before the reduction in 1877. They were cut down then because times were hard and the cost of living low. A reversal of these conditions is a valid reason for the increase. There are always men in the community who begrudge the teacher his wages. The school-grumbler, like the school-master, is always "abroad." He figures how much teachers get per hour and minute, until the habit becomes chronic. But with all his figuring he has never explained how good teachers can be hired in his own town for less wages than other towns are willing to pay; nor has he ever shown why teachers, whom he acknowledges ought to be as well prepared for their work as the lawyer or physician for theirs, must grow in usefulness and strive to excel, and yet not expect the reward given to success in other callings. Wisdom never grows old; and the quaint words written upon this subject by Roger Ascham, three hundred years ago, though often used in illustration, will bear repeating here. He said:—

"It is a pity, that commonly more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse than a cunning man for their children. They say nay in word, but they do so in deed: for to one they will gladly give a stipend of two hundred crowns by the year, and loth to offer the other two hundred shillings. God that sitteth in Heaven, laugheth their choice to scorn, and rewardeth their liberality as it should: for he sufferereth them to have tame and well ordered horses, but wild and unfortunate children, and, therefore, in the end they find more pleasure in their horse than comfort in their children."

In the year just ended, several educational

MEASURES OF GENERAL INTEREST

were adopted, both in the State and city. Perhaps the most important of these was the amendment to the state law, regulating the employment of children, which went into effect January 1, 1882. All children of school age are now placed in four classes: First, those under ten years of age, who cannot be employed at all in any manufacturing establishment; second, those between ten and twelve, who may work in vacations only, and must attend school the whole time it is kept in the town where they live; third, those between twelve and fourteen, who may work six months, and must attend school six months; fourth, those between fourteen and sixteen, who may work nine months, and must attend school three months. In addition, every child under sixteen must now be able to read and write before obtaining employment, except in vacations. This intelligence test is a new feature in educational laws, New Hampshire being the second State in the Union to adopt it. The plain intent of the amendment is to apply some test of the practical value of the three months' or six months' schooling required by the other provisions of the law. In its spirit the law is no less wise than bold and progressive. If it were enforced, illiteracy would be extinguished in our manufacturing towns. It has serious defects, however. It fails to say that the reading and writing shall be in the English language.

Our French fellow-citizens insist that such an interpretation will work hardship to them by denying employment to their children who cannot speak English, although proficient in their own tongue. While the Board has interpreted the law to mean the English language, it is not supposed that it intends to deny employment to children who have had

no opportunity to learn the language. It would be absurd to apply the test unless the child had attended a reasonable time in some school where English was taught. Children who are so near the age of sixteen as to leave no time for learning English ought to be exempted. The French children are very quick, and in the public schools have usually learned to read and write English in a few months' time. Unless English was intended, the enactment of the law was unnecessary, because all children would learn to read and write that language if permitted to do so. And here arises another and more important consideration. The French people have established schools of their own. Naturally they wish to teach the French language. If the test of intelligence is to be in English, these schools will not answer the demand of the law. Is not this the real point at issue? Will it not have to be determined whether a school teaching French or any other foreign language exclusively, is a "private or public school" in the meaning of the law?

The statute requires attendance "in a school where instruction is given by a teacher competent to instruct in the branches taught in common schools." It would be a palpable violation of the spirit, if not the letter, of our school laws, to teach a foreign language exclusively in a public school; and when a system of private schools assumes the functions of the public schools, the same rule ought to apply. This Board gives one broad interpretation to this and to all our school laws, namely: that their object is to place the children of all nationalities upon the same footing; to break down all barriers between them; to help them to understand each other and the institutions and laws under which they live. In securing this great end there need be no misunderstandings. The subject has been referred to a special committee of this Board, who doubtless will report

a plan by which the law may be enforced without hardship, and still accomplish the desired good.

It would be better if the laws were so amended that all children between the ages of twelve and sixteen were regarded as one class and allowed to work half the time, and then, on attaining the age of sixteen, be required to pass the test of reading and writing.

The school reports of previous years have devoted much space to the matter of

TRUANCY.

At the beginning of the year the subject still forced itself upon the attention of the Board. The number of scholars growing up without schooling was rapidly increasing, and the task of enforcing attendance becoming more difficult. Twenty years ago, our people, with rare exceptions, gladly sent their children to school, and compulsory laws were unknown and unnecessary. Occasionally a scholar played truant. When the efforts of teacher and parents failed to keep him in school, he became a truant under the law, and as a last resort was arrested for the offense. Truancy of this kind was a criminal matter, and its management belonged to the police department. With the changes in our population, the matter has put on an aspect entirely new. Truancy *per se* has not increased, absenteeism has. Hundreds of parents among us are entirely indifferent to the education of their children. The child who is out of school because his parents do not or will not send him, is not a criminal. If he becomes a vagrant, or is kept at work without schooling, the parent or employer is the offender, and is amenable to the law. It is better to go after the child kindly than to coerce; better to persuade than to fine the parent. The right dealing with absenteeism has become a purely educational question. For this reason the

help of the police department is no longer necessary. The management of the matter rightfully belongs to the school authorities. Acting upon this view, after repeated failure of other plans, the Board applied to the legislature for authority to appoint a suitable officer and to define his duties. An act was drafted, applying to this city only; but so apparent was the wisdom as well as the need of the proposed change, that a general law was passed, giving all committees in the State the same powers.

This Board immediately appointed Mr. Samuel Brooks as truant officer, and gave him charge of all matters relating to truancy. He is also authorized to issue certificates for employment in the mills, and is required to see that all employment laws are enforced. He has shown great fitness for the position. The following abstract from his daily reports to the Superintendent, for the last four months, shows what he has accomplished, so far as figures can explain the peculiar work of such an officer:—

Number of children found upon streets in school- hours	446
Number of absentees reported by teachers	262
Number of these reported voluntarily returned to school	71
Number of these caused to attend school	176
Number placed in school not attending before . .	208
Number of children found in mills employed without certificate	175
Number discharged from mills	201
Number temporarily confined in police station . .	6
Number visits to parents	418

The issuing of certificates for employment of children in the mills, and attending to their discharge, will require a large portion of the officer's time, in vacations as well as in

school-time. It is gratifying to the friends of education, that the city has at last provided for a just and successful dealing with the matter of truancy. To doubt the expediency of continually employing a truant officer in a manufacturing city of thirty-five thousand inhabitants, would indicate ignorance of the facts of truancy, or indifference to a great evil.

In August, the Board completed the revision of its rules and the regulations for the public schools. Two changes only are of interest to the public,— the

MANNER OF ELECTING TEACHERS,

and a reduction of school hours

All teachers hereafter chosen are to serve on trial for twelve weeks, at least, before election. This is believed to be the true way to obtain good teachers. Actual practice in the school-room is the best test of competency. A competitive examination reveals but little of the ability of the candidate. Within the past year, a teacher who ranked highest in such an examination has proved a failure; and one who was lowest in the list is now one of the best primary-school teachers in the city. The choosing of good teachers is beset with all the difficulties of the civil-service reform. The absurdity of relying upon a competitive examination alone is apparent in both. When an examination has shown that an applicant knows as much of the branches to be taught as the pupil is expected to learn, an actual trial in the school-room may be trusted to tell the rest. This has been illustrated in our Training School. Teachers have been examined before and after serving in that school. These examinations showed scholarship, and nothing else. The real test of ability to teach was in the school-room.

The rule providing for semi-annual examinations in March and November will be of interest to those desiring to teach in our city.

By vote of the Board in April, the

SCHOOL TIME WAS REDUCED

from six hours to five hours in the middle and grammar schools, and, by the adoption of the new rules in June, the same reduction was made in the High School. The hour taken from the school time each day amounts to a week and a half in a year. According to the present schedule, the schools will be in session about thirty-seven weeks of twenty-five hours each. In the last five years, there has been a reduction of school time in this city, in hours and number of weeks, amounting to four and one-half weeks. The average actual time now given to study and recitation is four hours and twenty minutes each day.

While referring to this subject, we note the interesting historical fact that, one hundred years ago, a school was kept in Manchester (then Derryfield), the same number of weeks as in 1881. The first school vote recorded in December, 1781, was as follows: "Voted, that the town hire a school-master *nine months* this year coming."

HEALTH OF PUPILS.

So far as hours affect the health of pupils, the reduction will be a great gain, if our teachers do not attempt to do in five hours what was done in six. Five hours of worry over hard lessons and harassing recitations are worse than six hours of natural study. The health of pupils suffers as much from incompetency of teachers in this respect, as from any other cause. The success of the celebrated Quincy schools is due to the fact that their methods are *natural*. A visit to the schools there, finds the children more active,

and apparently more stimulated, than the pupils of ordinary schools ; but there is an entire absence of fret and anxiety. The children are completely interested in their lessons, because the teacher *teaches*, and does not drive them to impossible tasks. They go out from the school happy and unburdened, to enter into their play with zest, and to sleep well at night. The Quincy system is simply a discovery of some of the principles of mental development established by the Almighty when He made the human mind, but which have been hid from wise and prudent committees and teachers, and revealed unto babes.

The responsibility of the School Committee for the health of pupils is summed up in three things,—well ventilated school-rooms, a reasonable course of study, and competent teachers. Over against these, are exercise, food, dress, and sleep, to say nothing of companionships, amusements, and reading, each tenfold more potent than the school for or against health, and all depending upon the good sense of parents or guardians. Reduce school-hours to the minimum, and the majority of the children of large cities would still lack bodily vigor. Boys and girls bred in the country, accustomed to the open air and trained to labor, have always been coming down from the hills and carrying off the prizes of the city, and probably will continue to do so. It has been said that "the great city is the grave of the physique of the race." With equal truth it might be said that the grave is prepared during school life ; not because of too much study, but by the neglect of physical training, both in and out of school.

Upon the plea of injury to health, the practice of sending to the parents upon a card a record of scholarship and deportment was discontinued at the end of the summer term. It was charged that the use of these cards produced a hurtful stimulus among the pupils, by comparison of their

relative standing in the different classes. At the request of many parents the plan has been restored. It was to be expected that parents who took an interest in the schools would reluctantly give up a plan by which they were kept constantly informed of the regular attendance and progress of their children. A healthy rivalry among scholars is always desirable. Emulation is the main-spring of all success in life. Without it teachers would accomplish little. Still it is a dangerous thing in the hands of some of our teachers. A modified form of card will be adopted, intended to avoid danger hereafter, from a system which can do no harm except when improperly used.

In this connection we refer to a kind of emulation that has been introduced into the schools of France and other foreign countries, called the

SCHOOL SAVINGS BANK.

The children are encouraged to save money. The teachers receive the penny savings of the scholars to a certain amount, which is then deposited in the town savings bank. This is a species of "cramming" which ought to commend itself to the Yankee people, unless they have lost their traditional love of money. The encouragement to save naturally stimulates to earn, and this plan is probably the best yet devised to secure habits of industry and economy among the children of cities. It has never been tried in America, but there seems to be no reason why it should not succeed.

NEW TRAINING SCHOOL.

The reorganization of the Training School, which the Board has just adopted, is a measure of the highest importance to the future welfare of our schools. The new

plan provides for the training of teachers for all grades below the high school. All teachers admitted will be required to take a course of study in methods of teaching. The old Training School was a practice school only. Nine-tenths of those admitted were graduates of our High School. They have become teachers without any special study. They have copied what they saw in the Training School, good or bad. Such training is evidently very imperfect. The new school is expected to give thorough training in study and practice. It will furnish a home normal school for the young women of our city who desire to teach, and the city will have a home supply of teachers equal to the best. The old Training School did an admirable work. It was narrow in scope and imperfect in methods, yet nothing connected with our school system has yielded more profitable and practical results. While the Board hope that the new school may be of still greater service to the city, they do not disparage the work of Miss Bunton and her associate teachers. They did not attempt, nor were they required, to give normal instruction. They have accomplished all that was demanded of them, and their services deserve a grateful recognition.

That would be an incomplete record which only recited the results of a single year, and took no note of the far-reaching and lasting

RESULTS OF EDUCATION.

Education means more than statistics can reveal. The late President Garfield, speaking out of his own great knowledge of education, said that its three great objects were "conscience, intelligence, and patriotism." He put conscience first, and thoughtful men know that he was right. Book intelligence has been exalted until arithmetic stands for honesty, and smartness for honor. The times

call for education in practical manliness,—manliness that includes industry, honesty, temperance, purity, and reverence. There are parents who are asking why it is that boys come out of the schools with no taste for a literature better than a dime novel, no aspirations above a cigar or a pistol ; no disposition to earn their own living ; no ambition to make the most of themselves in life. What price, it is asked, would be too great to pay for teachers to whom they can trust their children to be made manly as well as learned. In our school system the teacher is becoming more and more a power to give the child "conscience, intelligence, and patriotism." By the time school life is ended it is generally forever settled whether the coming manhood shall be noble and aspiring, or degenerate and worthless. The stream cannot rise above its fountain. The school-boy will have his model in the teacher ; the character of the teacher depends upon the standard set by the men who choose him, and they are the choice of the people. The history of our city records an unfailing interest in our schools. Let us hope it will continue unabated. May their interests always be intrusted to citizens competent and willing to give to public education the attention which its importance demands.

MARSHALL P. HALL,
For the School Committee.

MANCHESTER, Dec. 31, 1881.

SUPERINTENDENT'S REPORT.

To the School Committee of Manchester,—

GENTLEMEN:—In accordance with your rules, requiring an annual report from the Superintendent of Public Instruction, I herewith respectfully submit the following as my fifth report, the same being for the year 1881, and the twenty-sixth of its series:—

GENERAL CONSIDERATIONS.

The general condition of the schools cannot be truthfully said to be greatly different from that of a year ago. Whatever of progress has been made is chiefly the result of that healthy growth which comes from a faithful discharge of daily duties, well performed, by those most directly connected with the schools; and the number of our teachers who have contributed to such a result is sufficiently large to warrant the belief that there has been some progress, an attainment of some higher standard for the schools as a whole. An advanced standard in a few schools has, indeed, been quite perceptible; and an observance of the study, patience, and perseverance which have brought about the improved condition of certain schools has afforded me the greatest pleasure of the year. It is difficult to discuss the character of schools apart from their teachers; for the saying is as true as trite, that “as is the teacher so is the

school." So it comes to pass that Manchester has excellent and good schools, chiefly because she has excellent and good teachers ; likewise, not to put it too harshly, she has some quite ordinary schools, because she has some quite ordinary teachers.

Comparisons of the fitness of teachers, by casual observers, are frequently quite unjust. It very often happens that a sort of brusqueness in a teacher's ways is mistaken for smartness, that tact in management is mistaken for faculty to teach, and that necessary delay to correct the errors and make up the deficiencies of a predecessor is mistakenly regarded as a failure properly to advance. It does not follow because a teacher has grown somewhat old in the service, that such a one is therefore necessarily more antiquated in methods of teaching, is more largely lacking a knowledge of human nature and the operations of the mind, or is less likely to exercise a fair degree of judgment in the management of a school, than a younger person who has a better, perhaps because a later, training. General rules have their exceptions in this matter, as well as in others ; and I think that by the work performed and the results attained, thoroughly known and understood, should individual teachers alone be judged. Nor in a graded system of schools like ours can the work of a teacher always be intuitively understood. It is not infrequently a matter for investigation, if one would know it. The real results are not always apparent, nor are the apparent ones always real. In one building the momentum given a class by one or two uncommonly strong teachers may carry that class through the next grade commendably well ; indeed, so that, though the teacher of that grade be weak, the class, when compared with others of the same grade, does not for the time appear to suffer. Yet in another building a really strong teacher in the same grade as

that of the weak teacher, to whom reference has just been made, may appear to be the inferior, because it is not seen that such a one is embarrassed by the short-comings of, it may be, one, two, or three predecessors. Hence in a graded system of schools, where the work of a teacher is largely affected, in most instances, by the work of one or more predecessors, it is frequently necessary, in order to understand the real efficiency of the teacher, that the non-professional observer should critically note the work of that teacher for several terms ; and that, too, in connection with an observance of the work done by predecessors, and an attainment of a knowledge of the material of which the several classes may, in the meantime, be composed. It is not designed to intimate, however, that the ordinary observer may not very soon distinguish between a decidedly good and a decidedly poor teacher ; but when a teacher is expected to accomplish a certain amount of work in a specified time, and is held accountable for the result of that work, then it is important that he who would judge of that work and its results should know whether or not the teacher concerned has first to make up the deficiencies of one or more weak teachers.

In general, it may be said that teachers belong to one of two classes,—some to the class of those who attain so much of the semblance of the true teacher that they go through a certain routine, best characterized as an order of exercises, which seems to be thought necessary during five hours a day, with but little apparent thought of the relation the work of one day has to that of another, or of the relation the training of their pupils has to the work of life ; others, earnest souls in whatever they undertake, belong to the class of those who so thoroughly devote themselves to an attempt to do their whole duty that they are soon in love with the work for its own sake, finding that they are delving

in mines of unsurpassed richness and excellence, which are limited only by the possibilities of the human mind. In the former class, we find those teachers who feel that they are but a wheel in the great machinery of our schools, and that simple weakness upon their part will not work greater injury than to throw the strain upon another. In the latter class, save the very few who are born to teach, we find our good teachers, those who recognize no machinery, who act as though they personally expected to be held accountable for the character of the training of the children under their charge. These two classes also have their exceptions. The former contains an occasional partial success ; and the latter, an occasional partial or complete failure. The teacher whose chief thought is in other directions than that of school, may yet while about the work of the school-room exhibit so much of tact and judgment in conducting the work of a school as to blind the superficial observer to the teacher's neglect properly to prepare his daily work, and to his consequent defects in methods of instruction ; while, on the other hand, one whose heart is enthusiastically in the work may have so little tact, judgment, and power to impress, or control, that most excellent aspirations and fine abilities to instruct prove comparatively worthless in such a one for the office of teacher. It therefore requires more than an ordinary knowledge of the characteristics of the true teacher always to enable one justly to discriminate between those teachers who are apparently good and those who are really so ; and this is especially true, for reasons already given, in attempting to pass judgment upon teachers working in a graded system of schools.

From these considerations, I am led to point out two ways in which I think the real merits of individual teachers might be so palpably evident that there could be scarcely

two opinions in regard to their usefulness. The first of these ways is not, in some other places, any longer an experiment, but a successful experience. I refer to what is known as the "departmental system" of instruction. This system is based upon the modern idea of a division of labor for the purpose of securing more perfect results in its several departments. My grandfather, though professedly a farmer, constructed his own carts and sleds, made his own barrels, and shod both his horse and his family. The modern farmer has better carts, sleds, barrels, and shoes, because they are made by specialists. Departmental instruction is the work of a specialist. It consists in requiring a teacher to devote himself to the work of giving instruction in some one subject, or kindred subjects, as, for example, in reading; while another teacher instructs the classes in arithmetic, another in penmanship and drawing, another in grammar, and so on to the end of the list of studies required to be taught in a given school. This system of instruction is in vogue in our High School, as well as in most other schools designed to furnish secondary instruction; and I do not see why the plan would not be advantageous to a well organized grammar school, properly officered. At any rate, it would so locate individual responsibility among teachers that any part not well performed could be unmistakably charged to the account of the proper delinquent.

As, however, the departmental system of instruction is not advocated by leading educators for schools of lowest grade, I will proceed to unfold my second plan for making apparent to all concerned the comparative, if not real, merits of individual teachers in a system of graded schools. Neither is this second plan original with myself; but for the want of a name, I will characterize it as the "consecutive system," since it consists of a teacher's following up the work of classes for two or more years. To apply the consecutive

system to those of our schools below the high-school grade, I should advise that primary teachers accompany classes through the work of the first three years, that middle-school teachers accompany classes through the work of the two years assigned the two middle-school grades, and that the lady assistants in the grammar schools accompany classes through the work of the first three years in the grammar-school grades. I would make the divisions in this way, because I presume that our teachers, in general, are in those grades, classed as primary, middle, and grammar, for which they have most taste by reason of the nature of the studies in the respective grades, or by reason of the age of the children thus represented. Under such an arrangement a pupil would have but four different teachers, including the master of the grammar school, before he should be ready for the high school; while under our present arrangement the pupil has no less than eight different teachers before completing the grammar-school course. Now I think it should be evident to every one that there is more or less loss of time and teaching power involved in every change a teacher experiences in the reception of new classes, for of necessity it takes several weeks, often months, for a teacher to acquire a full knowledge of all the individual peculiarities of a class of fifteen or twenty pupils ; and it is only when a full and free acquaintance is mutually established between the teacher and the pupil that both can work to greatest advantage. Then, too, the teacher, aware that she is to have charge of the same classes for two or three years, and will have the privilege of directing their work through the whole of one of the three distinctive periods into which our elementary schools are divided, the teacher, I say, under these circumstances will attain a more comprehensive view of the science of teaching, for she will more fully realize the relation of the work through several

classes ; and, as often as over the ground, she will apply her art with increased effect. Moreover, the satisfaction the true teacher would experience in witnessing for so long a period the development and growth of her pupils should, I think, make her desirous of embracing the opportunity to try the experiment ; and any teachers who may feel they are not fully appreciated, as well as those who are conscious of their powers, if afforded a chance to test the "consecutive system" of instruction, would have an opportunity to show what they could do under favorable circumstances.

At this point I shall make the two following recommendations : First, that pupils be transferred from one room to another but once a year, in accordance with the plan and for the reasons which were suggested in my annual report last year, the time of transfer being at the opening of the fall term, and the chief reasons, that the rooms of the masters of the grammar schools may be filled throughout the year, and that there may be relief for the crowded condition of the lowest-grade primary schools during the fall term ; second, I recommend, for the purpose of infusing more interest into the schools, and for the sake of affording the committee an opportunity to observe the merits of the different systems of instruction, that the departmental system of instruction and the consecutive system be both introduced into the schools during the coming year. I do not advise a wholesale introduction of either of these systems of instruction at once ; but I think that both, one in each school, might be successfully tried in two of our large grammar schools. One of these schools, I believe, is quite favorably organized for the introduction of the departmental system of instruction, and one of the others is equally well adapted to the introduction of the consecutive system. The consecutive system might also be tried in one or two other schools of

lower grade, under the direction of the committee on studies, and at their discretion.

Before passing from these general considerations, it may be well to add, that within the past year there has been placed in the schools a revised course of study, which contemplates rational or "natural" methods of instruction; and this course has been supplemented by aids for object illustration in the shape of material for practice, where needed, to show the significance of linear, dry, and liquid measures. Blocks for illustrating numerical combinations have also been furnished teachers of lowest primary grade, and the lower grades have been supplied with considerable fresh matter for supplementary reading. Teachers in general have had a limited supply of Swett's and of Sheldon's manuals, designed especially for the aid of teachers; models for drawing geometrical forms from objects have been placed in the more advanced grades, and drawing manuals in the lower grades; and Prang's Natural History series, and his plates for illustrating the trades and occupations, have been placed in the middle schools. The revised course of study, thus supplemented by aids in teaching, has been worked more or less successfully in proportion to the degree in which teachers have comprehended its scope, and exhibited genius and effort to carry out its requirements. In these respects there has been considerable difference, as might be expected; but it may be said that some have made much progress, and that some others appear to have been laying foundations which, if perseveringly built upon, should also improve other of the lower-grade schools,—the grades for which the changes made in the course were designed chiefly to affect.

There is still opportunity for much further progress in many of them; and I think a great good could easily be accomplished by affording those teachers who wish to study

the better methods of teaching certain subjects an opportunity to witness the better class of work done in our schools, and, when desired, in other places. This would be one of the best ways of assisting those who most need, and who should therefore most wish, to improve. The arrangement could be readily effected by allowing teachers who would avail themselves of such opportunities for improvement leave of absence for that purpose, without reduction of salary. This could be done, and their schools continued, without expense to the city, because competent sub-teachers could be furnished from the Training School to supply the schools vacated ; and an advantage would also thus accrue to such sub-teachers, by affording them occasional practice in assuming the entire charge of a school.

In this connection I would also recommend that the city furnish substitutes for schools when teachers visit other schools, as at present allowed to do under the school regulations. My reason for this recommendation is, that by closing the schools upon such occasions, there are about a dozen days during each term, or more than seven weeks in the year, when the efforts of the truant officer are largely nullified. Upon such days many pupils inclined to truancy ascertain, through acquaintances in the school to be closed for a day, when the pupils of that school are to be dismissed, and they then take occasion to absent themselves from their own schools ; but, when confronted upon the streets by the officer, they boldly claim to be members of the school which is dismissed, nor is it possible for him to determine to the contrary before such pupils would again voluntarily be in school. Substitutes could also be supplied from the Training School for this purpose, without expense to the city, by properly specifying the conditions of entrance upon that school.

THE TRAINING SCHOOL.

In my report a year ago I gave a very full history of what has been our Training School ; and from the records it now appears that there have been one hundred and fifteen different members of that school, that fifty-four of these completed the required term of service and received certificates accordingly, and that forty-four of our present corps of lady teachers were once enrolled as members of the Training School. This school has also supplied the city with efficient substitutes for several years, and for this service alone it has returned a full equivalent for what little extra expense it has cost our citizens. The school, since its organization, has been under the chief management of Miss Nancy S. Bunton as principal ; and I think that she is entitled to much credit for a faithful performance of what has been required of her, and that for long and efficient service she is entitled to favorable consideration.

It is now proposed to transfer the department for the training of teachers to the Franklin-street School, where its field for practice may be extended to the grammar grades ; and, at the same time, it is designed to enlarge the sphere of this department and make it more like those professional schools which other cities have found to be of great utility, as being both the best and the most economical means of supplying the public schools of a city with the better grade of teachers, by affording citizen pupils an opportunity properly to prepare themselves at home for efficient work in the schools. Since the training department is, therefore, to be devoted exclusively to a study of the science of teaching and to a practice of its art, I recommend that examinations for admission to the school shall in future be sufficiently exhaustive, in mere matter of common-school subjects, to warrant, if such examinations are

satisfactorily passed, the granting of certificates to teach ; then, when any are needed to do substitute work for teachers who may be allowed to visit schools for official improvement, or as now allowed to do under the rules, the sub-teachers in the Training School could be employed for the purpose, and, while they would thus be making the city some return for their instruction, they would at the same time have opportunity for occasional practice of that kind which would be useful in affording them the entire charge of a school for the time being. Besides, when through the Training School, they would not again need to be subjected to an examination in matter ; nor, if their training-school work should be closely observed, would they at the end of their course need to be examined in methods, and thus one examination would suffice where heretofore two have been required. Moreover, by this plan candidates would know, before giving their time for training-school work, whether they could obtain a certificate of qualification, and the committee would know whether applicants for admission to the Training School had sufficient knowledge of matter to enable them to enter upon the work of that school with advantage to themselves and profit to the city.

TEACHERS' EXAMINATIONS.

Your attention is next invited to the matter of teachers' examinations. The form of such should, in my judgment, be both written and oral ; written, in part, because exactness of knowledge in some departments is essential, and its attainment, or the lack of it, should be clearly discovered ; oral, in part, that the disposition, temperament, general information, culture, judgment, tact, and originality of the candidate may be discovered, as far as possible, and given due consideration. In the selection of a teacher it

is as important that the general characteristics of the candidate should be taken into account, as that a precise standard of scholarship should be required, though the latter must be had to an extent sufficient to meet the needs of the position to be filled. The necessary literary qualifications may be best ascertained by written tests, as well as general notions in regard to the theory and practice of teaching; but the methods which an applicant would use in teaching certain subjects can be best understood from an oral interview. For teachers' situations in our elementary schools it has been customary to examine candidates only in the subjects taught in those grades; and, in making up an account of the written results, to reckon the several studies as of equal importance in estimating the average of them all, from which average as a basis, certificates have usually been awarded. I beg leave to suggest that those subjects which are chiefly matters of memory should not be regarded as of the same importance as those of logic; and that, in determining whether applicants should have certificates, those studies which are taught in but few grades should not have the same weight as those taught in all. Under the custom of regarding all studies of equal importance and allowing one hundred credits for each, it appears that in the case of an applicant who in examination might attain 45 in arithmetic, 55 in grammar, 95 in spelling, 80 in geography, and 75 in history, there would be an average of 70, which, if taken as an inflexible standard, would entitle the candidate to a certificate; and yet, in such a case, with fair questions, no certificate should be awarded, for there is evidence of the applicant's being lamentably weak in two of the most important branches taught in the schools. Such apparent weakness, upon further investigation found to be real, should deprive the applicant of a certificate, even though such weakness had

existed in but one study of so great importance. Now at this same examination another candidate might attain the following: 75 in arithmetic, 70 in grammar, 70 in spelling, 75 in geography, and 60 in history, which would likewise afford an average of 70; and, in this instance, so far as the written results should determine the matter, it would seem that a certificate might be granted. The averages are the same in either case; but in the former, as manifest from the credits in spelling, geography, and history, there is presumptive evidence of a good memory. In the latter case, from the credits as a whole, there is testimony of a fair memory; and, from the credits in arithmetic and grammar, there is evidence of general discipline and good reasoning faculties. So I am led to say, as I have for some time thought, that in a matter of this kind it would be better to make no general average; but best for the examiners to pass separately upon the results of the individual members in the list of those examined, from an inspection of the standing in each subject with reference to its importance, and also from those standings regarded in a general way as a whole; and thus award to the several applicants the certificates to which they are justly entitled, so far as those certificates are to be granted upon the results of the written work alone. I might here add, for the information of the general committee, that this is what was practically done by the committee on examination of teachers, in passing upon the candidates recently examined. No basis of percentage was inflexibly fixed, from which to award certificates, and I believe that all were fairly treated and received all that could be justly claimed.

ADMISSIONS TO THE HIGH SCHOOL.

Conclusions of the kind just enunciated have been confirmed from the experience of the past five years in deter-

mining admissions to the High School. It was found, during the first and second years, that some pupils admitted to the High School upon what was thought to be a sufficiently high average could do comparatively nothing with the High-School studies. By a reëxamination of the grammar-school percentages, it was found that in such instances the high average had been attained in consequence of high standing in the memory studies, notwithstanding there was great weakness in those studies which call for a larger exercise of the reasoning faculties. Since then, by exercising more care in the inspection of a pupil's standing in individual studies, there has been an improvement in the material of the classes afforded the High School. Nevertheless, it is thought proper to add that it has not been considered just to exclude from the High School those who for constitutional reasons have not been able to attain a high standard in arithmetic or grammar, as such might reap many advantages from some lines of study in the High School; and that only those deficient chiefly through their own neglect have been asked to remain in the grammar school an extra year.

During the years of my superintendency I have furnished nearly all the examination questions that have been used in the first divisions of the grammar schools. Consequently the questions have been uniform, and the results have been marked from a uniform scale arranged for each set by myself. From an average of some ten or a dozen such examinations, with several different classes, in each of the studies there taught, I think it may be safely assumed that the strength in teaching power as exhibited in those divisions is now pretty well understood; and I therefore recommend, for the purpose of affording the superintendent more time for doing other work which in his judgment

would be of greater usefulness to the schools as a whole, that he may be excused from preparing regular examinations for the first divisions, and that pupils in future may be admitted to the High School from the grammar, and such receive their diplomas of graduation, upon the recommendations of the grammar masters, such action, however, not debarring first-division pupils who may feel aggrieved at the master's decision from taking a final examination from the superintendent, who shall report the results to the proper committee. Of all persons, the master of a grammar school, who has the direct charge of its highest-grade pupils for a year, should best know who of them are properly fitted for the High School ; and I believe a knowledge of the fact that those whom he might recommend would be admitted without further question would have a most excellent effect upon his entire school. Besides, the master has no motive for recommending any who may not have properly completed the work of the grammar school. He certainly would not want inefficient pupils, admitted to the High School upon his recommendation, there prove his incapacity to judge of their fitness for its higher work. Students are admitted at Dartmouth from our High School upon the recommendation of the master. For the same reasons, why should not the pupils recommended by the masters of our grammar schools be admitted to the High, and thus save, so far as possible, the more worthy pupils the strain of special examinations ? First-division pupils not intending to enter the High School, who cannot be recommended by the master to be as good scholars as those recommended for the High School, should be required to pass satisfactory final examinations before being granted diplomas of grammar-school graduation.

PUPILS' REPORTS.

From the action of the committee within the past year, it is evident there are decided differences of opinion in regard to the advisability of pupils' being regularly furnished with reports of their work for the inspection of parents. Some contend that parents should have such information, and that as a whole there is more of good than evil resulting from the use of the reports; while others consider that the stress put upon slight differences in the percentages attained is provocative of jealousies and anxieties among pupils, that are unnecessary and pernicious. I therefore think that by the use of letters upon the form of report used, the desired information in regard to the deportment and scholarship standing of pupils can be as well indicated, and slight differences in percentages be thus ignored. The school records can be kept from a knowledge of the pupils, as they have been for the past few months, and in transferring to the pupil's report the significance of his percentages, letters can be used as follows: X, for extra; E, for excellent; G, for good; F, for fair; I, for indifferent; P, for poor; and FF, for different degrees of failure. Since you have lately decided that the reports shall be issued, I recommend that you make clear whether the results to be reported shall be derived from written examinations or daily recitations, or both, or whether it shall be optional with teachers to do as they please in the matter.

SCHOOL ORGANIZATION.

In my first annual report I recommended that our schools be known by some other name than by that of the street upon which they happen to be located, and I then suggested historic names; but large donations to our city library and

generous gifts to our High School by one of our leading citizens, who has also somewhat distinguished himself in a literary way, remind me that in other cities schools are named in honor of their prominent citizens ; and that, as there is a large school in the immediate vicinity of the residence of the gentleman to whom reference has been made, Manchester might in this way give public recognition of her appreciation of those who honor her public institutions.

There is also another improvement which I would recommend in the published form of our organization, and that is, to publish under one head the names of all teachers in the same building, with an indication of the grade of school taught by each.

CONCLUSION.

Though the true province of the report of a superintendent is to afford the committee information in regard to the schools and to make such recommendations for their welfare as he may deem beneficial, it is understood that such officials frequently take occasion, at the opportunity offered in an annual report, indirectly to convey to the public their opinions in regard to some of the great educational topics of the day ; but as opinions of that kind would reach a larger constituency through the public press, I will for once, at least, refrain from assuming that the tax-payers are willing to pay for the publication of opinions with which they might not altogether agree ; and, in conclusion, I extend to our citizens in general, and to parents in particular, another cordial invitation to visit the public schools, that they may there see, in a way that will enable them to know, whether those schools are properly supplementing the work of the family, and enable them better to understand

how to give the schools such coöperation as will enable them best to enhance the welfare of the children under their charge.

Respectfully submitted.

WM. E. BUCK,

Superintendent.

TABLE SHOWING THE ATTENDANCE AT THE VARIOUS SCHOOLS FOR THE YEAR 1881.

SCHOOLS.	Whole No. En- rolled.	Whole No. Belonging.*		Average Number Belonging.	Average Daily Attendance.	Percentage of Daily Attendance
		BOYS.	GIRLS.			
High School.....	253	90	99	174	171	98.2
Franklin-Street Grammar School.....	244	95	91	146	140	95.8
Lincoln-Street Grammar School.....	322	100	124	176	169	93.8
Ash-Street Grammar School.....	236	96	92	170	161	94.5
Spring-Street Grammar School.....	111	41	47	62	58	93.5
Piscataquog Grammar School.....	149	46	78	74	68	91.9
Amoskeag Grammar School.....	52	19	27	36	31	86.1
Totals.....	397	459	664	627	627	94.4
Middle School No. 1.....	90	26	33	42	38	90.5
" " " 2.....	64	29	20	45	34	75.5
" " " 3.....	70'	20	25	42	39	92.8
" " " 4.....	71	31	18	41	37	90.2
" " " 5.....	53	23	13	32	29	90.6
" " " 6.....	89	33	28	46	43	93.5
" " " 7.....	82	33	27	43	38	88.4
" " " 8.....	58	19	25	34	32	94.1
" " " 9.....	78	33	27	39	35	89.8
" " " 10.....	61	17	12	28	25	92.5
" " " 11.....	80	29	18	36	33	91.7
Training Department.....	120	55	39	59	52	88.7
Totals.....	348	285	487	435	435	89.3
Primary School No. 1.....	94	45	42	46	39	84.8
" " " 2.....	95	24	31	36	32	88.9
" " " 3.....	78	37	40	40	34	81.6
" " " 4.....	74	26	28	41	36	90.
" " " 5.....	93	36	23	40	36	90.8
" " " 6.....	90	40	42	44	39	88.6
" " " 7.....	87	22	35	50	45	90.
" " " 8.....	84	36	38	41	37	90.2
" " " 9†.....	80	29	30	42	39	92.8
" " " 10.....	145	55	38	42	40	95.2
" " " 11.....	108	56	48	50	45	90.
" " " 12.....	89	40	36	46	42	91.3
" " " 13.....	87	41	27	41	38	92.6
" " " 14.....	87	28	30	45	41	91.1
" " " 15.....	113	24	28	47	44	93.6
" " " 16.....	93	21	25	49	43	87.7
" " " 17.....	67	27	19	36	32	88.8
" " " 18.....	125	64	52	40	36	90.
" " " 19.....	68	24	36	39	35	89.7
" " " 20.....	91	46	36	46	39	84.8
" " " 21, Discontinued.....	77	37	28	37	33	89.
" " " 23.....	98	53	39	39	34	88.5
" " " 24.....	84	60	21	38	34	89.5
" " " 25.....	64	36	26	48	44	91.6
" " " 26.....	77	39	24	38	35	92.1
" " " 27†.....	79	30	28	37	32	86.5
" " " 28.....	104	48	52	44	40	91.6
" " " 29.....	92	39	22	38	36	94.7
" " " 30.....	86	31	23	37	32	86.5
Bakersville.....	81	38	39	47	42	89.4
Training Department.....	173	84	83	86	76	89.0
Totals.....	1216	1069	1350	1210	1210	89.5

TABLE SHOWING THE ATTENDANCE AT THE VARIOUS SCHOOLS FOR THE
YEAR 1881, — *Continued.*

SCHOOLS.	Whole No. En- rolled.	Whole No. Belonging.*		Average Number Belonging.	Average Daily Attendance.	Percentage of Daily Attendance.
		BOYS.	GIRLS.			
Suburban School, District No. 1.....	9	6	3	5	5	100.
" " " " 3.....	58	30	20	38	32	84.2
" " " " 4.....	71	39	32	49	46	94.5
" " " " 5.....	25	12	11	13	11	84.6
" " " " 6.....	27	13	10	15	12	80.
" " " " 7.....	50	25	21	26	22	84.6
" " " " 8.....	43	15	20	21	17	80.9
" " " " 9.....	16	9	6	16	14	85.
Totals.....		149	123	183	159	86.8
Aggregate totals	2200	2035	2858	2602	91.0	
Aggregate totals for 1880.....	2166	1970	2970	2727	92.0	

* Exclusive of those received, by promotion or transfer, from other schools in the city.

† In existence during the spring and fall terms only.

It may be added, for the benefit of the uninformed, that there is in this city an extensive system of Roman-Catholic parochial schools, which accounts in part for the comparatively small portion of our population (35,000) in the public schools.

LIST OF TEACHERS AND JANITORS.

HIGH SCHOOL, — BEECH STREET.

Principal. — Albert W. Bacheler.

Assistant. — G. I. Hopkins.

Lucretia E. Manahan.

Emma J. Ela.

Mary A. Buzzell.

TRAINING SCHOOL, — MERRIMACK STREET.

Higher Department.

Principal. — Nancy S. Bunton.

Assistant. — Mintie C. Edgerly.

Primary Department.

Principal. — Nellie M. James, one term.

E. Jennie Campbell, one term.

Ida J. Bartlett, one term.

Assistant. — Elvira S. Prior.

GRAMMAR SCHOOL, — FRANKLIN STREET.

Principal. — Edward P. Sherburne.

Assistant. — Clara G. Fogg.

Lottie R. Adams.

Carrie E. Reid.

LINCOLN-STREET GRAMMAR SCHOOL.

Principal. — Benjamin F. Dame.

Assistant. — Julia A. Baker.

Mary J. Fife.

Isabelle R. Daniels.

Mary F. Barnes.

ASH-STREET GRAMMAR SCHOOL.

Principal. — Daniel A. Clifford.

Assistant. — Anstrice G. Flanders.

Rocilla M. Tuson.

Sarah J. Greene, two terms.

Annie A. Webster, one term.

SPRING-STREET GRAMMAR SCHOOL.

Mary L. Sleeper.

Anna O. Heath.

PISCATAQUOG, — NORTH MAIN STREET.

Principal. — Frank S. Sutcliffe.

Assistant. — Mary A. Lear, two terms.

Cora M. Dearborn, one term.

AMOSKEAG.

Etta J. Carley.

MIDDLE SCHOOLS.

No. 1, Blodget Street. — Nellie I. Sanderson.

2, Ash Street. — Mary A. Smith.

3, Ash Street. — Bertha L. Dean.

4, Lincoln Street. — Anna J. Dana.

5, Lincoln Street. — Carrie M. Gilmore.

- No. 6, North Main Street. — Florence McEvoy.
7, Franklin Street. — Hattie G. Flanders.
8, Franklin Street. — C. Augustus Abbott.
9, Spring Street. — Fannie D. Moulton.
10, Spring Street. — Lizzie P. Gove.
11, North Main Street. — Lizzie A. Burns.

PRIMARY SCHOOLS.

- No. 21, Bridge Street. — Discontinued.
- 22, Beech Street. — Florence A. Nichols.
- 23, Lowell Street. — Flora M. Senter.
- 24, Lowell Street. — Ella F. Sanborn, two terms.
 Mary E. Sylvester, 1 term.
- 25, Center Street. — Clara E. Woods.
- 26, Spring Street. — Carrie I. Stevens.
- 27, Beech Street. — Cora M. Dearborn, two terms.
 Discontinued, fall term.
- 28, Center Street. — Belle M. Kelley.
- 29, Beech Street. — Louisa R. Quint.
- 30, Beech Street. — Lizzie J. West.

SUBURBAN SCHOOLS.

- No. 1, Stark District. — Susie A. Crosby.
3, Bakersville. —
 Principal, Addie M. Chase, one term.
 Emma C. Gee, two terms.
 Assistant, S. Izetta Locke.
- 4, Goffe's Falls. — Georgie A. Nute.
- 5, Harvey District. — Mary W. Mitchell.
- 6, Webster's Mills. — Olive J. Randall, two terms.
 Susie G. Woodman, one term.
- 7, Hallsville. — Mary E. Sylvester, two terms.
 Annie W. Patten, one term.
- 8, Youngsville. — Susie G. Woodman, two terms.
 Olive J. Randall, one term.
- 9, Mosquito Pond. — Olive A. Rowe.

MUSIC TEACHER.

Jason J. Kimball, three days per week.

DRAWING TEACHER.

Mary K. Webster.

JANITORS.

High School, Ash Street, Bridge Street, and Blodget Street.

John S. Avery.

Franklin Street, Manchester Street, Lincoln Street, and Wilson Hill.

John A. Carr.

Spring Street, and old High-School House.

George W. Varnum.

Merrimack Street and Spruce Street.

Rufus Lamb.

Squog Schools, consisting of Center Street, North and South Main Street Schools.

D. H. Morgan.

SCHOOL EXPENDITURES.

REPAIRS OF SCHOOL-HOUSES.

	DR.
To appropriation	\$5,000 00
incidental repairs, amount transferred	278 47
balance overdrawn	101 24
	<hr/> \$5,379 71

	CR.
Paid A. C. Wallace, lumber	\$307 12
A. J. Sawyer, lumber	195 54
W. W. Hubbard, lumber	171 29
J. Hodge, lumber	130 47
J. H. Maynard, lumber	3 30
Austin, Johnson, & Co., lumber	13 44
Geo. H. Dudley, carpenter-work	891 20
Geo. Holbrook, carpenter-work	182 67
L. N. Westover, carpenter-work	24 75
Weathers & Co., stone-work	15 00
Daniel W. Garland, stone-work	14 44
E. G. Haynes, sewer pipe	22 42

Paid B. W. Robinson & Co., mason-	
work	\$362 84
J. J. Abbott, painting . . .	476 01
Sloan & Sullivan, painting . .	104 50
J. L. Kennedy, painting . .	31 89
Joel Daniels, painting . . .	141 43
Daniels & Co., hardware . .	91 08
J. B. Varick, hardware . .	46 85
Pike & Heald, plumbing . .	73 52
Pike & Heald, mats, urinals, etc.	57 74
Thos. A. Lane, plumbing, etc.	234 83
S. C. Forsaith & Co., lumber	126 87
Jas. S. Bacheler, boiler, plumb- ing, etc.	404 87
A. H. Lowell, iron-work . .	48 76
James Briggs, repairing stoves	9 25
J. F. Libbey, paper-hanging .	3 69
Amoskeag Manufacturing Co., lumber	326 22
J. T. Fanning, prof'l services	25 00
W. H. Vickery, keys . . .	4 50
Dustin Marshall, team . . .	4 50
Dennis Landry, stone-work .	26 00
Chas. Dealy, stone-work . .	12 00
John Levill, stone-work . .	9 00
J. Bennett, glazing . . .	1 05
L. Ward, trucking . . .	2 25
H. J. Tirrell, trucking . . .	10 00
Gilman Ellinwood, team . .	1 00
Moses Tracy, stone-work . .	15 00
Harvey Goodwin, lathing . .	13 75
J. C. Young, repairing roofs .	102 68
Chas. H. Robie, concreting .	30 00

Paid J. A. B. Emerson, teaming	\$13 00
D. H. Morgan, labor	5 00
R. D. Gay, wall-paper	4 68
Drake & Carpenter, cement and lime	39 92
N. E. School Furniture Com- pany, furniture	109 17
Concord Railroad Corporation freight	19 43
By balance overdrawn in 1880	419 99
	————— \$5,379 71

FUEL.

DR.			
To appropriation	\$3,300 00		
L. B. Bodwell, overdraft	12 56		
	—————		
			\$3,312 56
CR.			
Paid Rowell & Burns, wood	\$13 15		
Moore & Preston, coal	550 88		
E. P. Johnson & Co., coal	2,340 47		
L. B. Bodwell & Co., wood and coal	38 47		
Moses Tracy, sawing wood, etc.	4 55		
G. W. Varnum, sawing wood, etc.	1 65		
C. E. Clough, trucking	1 75		
W. H. Annan, weighing coal	9 75		
Samuel Jewett, sawing wood	59 63		
J. B. Clarke, printing	15 96		
By balance overdrawn in 1880	19 21		
balance to new account	257 09		
	—————		
			\$3,312 56

FURNITURE AND SUPPLIES.

	Dr.
To appropriation	\$1,000 00
balance from old account	17 17
	—————
	\$1,017 17

	Cr.
Paid Daniels & Co., floor-brushes, call-bells, etc.	\$78 43
E. S. Ritchie & Sons, electric machines, etc.	55 35
N. E. School Furnishing Co., maps, etc.	75 15
Parker & Gordon, furniture . . .	13 30
Thorp & Marshall	1 40
J. N. Baker, repairing clocks .	20 95
Gordon & Tobey, tassels, cord, etc.	4 37
Higgins Bros., chairs, etc. . . .	17 83
W. W. Hubbard, drawing-mod- els, etc.	22 50
H. P. Young, mounting ani- mals	2 00
D. Appleton & Co., charts . . .	8 00
A. N. Clapp, hardware	3 18
Barr & Clapp	5 12
L. H. Josselyn, tables and desk	18 75
I. W. Thatcher, mop-wash . . .	60
C. P. Trickey, crayons	1 00
Daniels & Co., thermometers, etc.	6 18
Charles A. Smith, dusters . . .	32 13
Pike & Heald	62 90
A. W. Bacheler	22 12

Paid George H. Dudley . . .	\$15 37
Temple & Farrington . . .	59 82
J. B. Clarke . . .	52 80
Boston School Supply Co. . .	11 04
L. Prang & Co. . .	6 20
Wm. H. Vickery . . .	2 85
J. Hodge . . .	1 90
S. C. Forsaith & Co. . .	6 95
E. R. Coburn . . .	31 75
Thomas W. Lane . . .	90 75
J. B. Varick . . .	85
R. D. Gay . . .	9 00
Thomas A. Lane . . .	4 70
By balance to new account . . .	271 93
	————— \$1,017 17

BOOKS AND STATIONERY.

DR.	
To appropriation	\$600 00
balance from old account	9 91
	————— \$609 91

CR.	
Paid Thomas W. Lane	\$177 35
Temple & Farrington	95 07
L. Prang & Co. . . .	75 68
A. C. Stockin	34 30
E. R. Coburn	62 81
Robert S. Davis & Co. . . .	58 00
William Ware & Co. . . .	42 00
C. P. Trickey	1 32
Thompson, Brown, & Co. . . .	13 75
P. C. Cheney Co. . . .	1 50

Paid Knight, Adams, & Co. . . .	\$7 54
George C. Hoitt . . .	1 00
George A. Smith & Co. . .	29 57
By balance to new account . . .	10 02
	—————
	\$609 91

PRINTING AND ADVERTISING.

DR.	
To appropriation	\$700 00
balance from old account . . .	24 62
	—————
	\$724 62
CR.	
Paid John B. Clarke	\$427 55
Union Publishing Co. . . .	75 50
Livingston & Kimball . . .	38 75
H. H. Everett	12 50
Alfred Mudge & Son . . .	11 75
By balance to new account . . .	158 57
	—————
	\$724 62

CONTINGENT EXPENSES.

DR.	
To appropriation	\$900 00
balance from old account . . .	100 14
water-works	1 00
	—————
	\$1,001 14

	CR.
Paid Manchester Water-works, water	\$389 65
W. E. Buck, use of team, 1880	30 25
W. E. Buck, use of team, 1881	90 50
W. E. Buck	6 01
Manchester Gas Co., gas	68 66
C. H. Wilkins, lettering diplo- mas	20 05
B. F. Dennis, tuning piano	3 00
D. B. Hennessy, tuning pianos	10 00
J. S. Masseck	13 06
N. S. Clark, ribbon	9 92
Challis & Campbell, printing	3 00
Hartford Boiler Inspector and Insurance Co.	100 00
J. N. Baker, repairing clocks	9 60
George H. Dudley, making frames	6 90
J. F. Woodbury & Co., repair- ing pokers	75
Fitzpatrick & Boudreau, print- ing	14 00
Class of 1881, removing and replacing desks, slides, etc.	25 00
Daniels & Co., hardware	32
C. C. Webster, trucking	10 00
J. Garvin, cleaning vault	1 50
A. Stone, washing windows	2 00
James Brothers, team	2 00
F. T. E. Richardson	2 50
Union Publishing Co., printing	4 50
By balance to new account	177 97
	<hr/> \$1,001 14

TUITION.

	DR.
To Wm. E. Buck, tuition fees	\$341 92
balance from old account	453 73
	<hr/>
	\$795 65
	CR.
By balance to new account	\$795 65
	<hr/>
	\$795 65

TRUANT OFFICER.

	DR.
To appropriation	\$600 00
	<hr/>
	\$600 00
	CR.
Paid Samuel Brooks	\$187 50
Balance to new account	412 50
	<hr/>
	\$600 00

CARE OF ROOMS.

	DR.
To appropriation	\$2,600 00
balance from old account	110 27
	<hr/>
	\$2,710 27
	CR.
Paid J. S. Avery	\$574 92
J. A. Carr	599 60
G. W. Varnum	349 87
D. H. Morgan	350 17

Paid Rufus Lamb	\$249 96
Charles P. Ordway	107 00
Hiram Brown	16 25
Lewis H. Dickey	10 47
Willie Woodeson	87 10
Sidney A. Dunbar	14 00
Harry C. Garvin	16 14
Edgar M. Carr	12 06
Susie A. Crosby	5 92
Willie McGuinness	2 55
Flora E. Blodgett	6 55
Susie G. Woodman	5 66
Ethie M. Knowles	5 25
Alvin Bean	9 00
Edward Gillis	6 00
Samuel E. Paige	3 50
M. B. Flanders	9 00
George Parker	26 00
Charles Shaughnessey	8 25
A. B. Campbell	6 00
J. H. Gaines	75
Oliver Merrill	6 75
Mary E. Dickey	6 17
Balance to new account	215 38
	———— \$2,710 27

EVENING SCHOOLS.

Dr.

To appropriation	\$1,000 00
balance from old account	4 72
balance overdrawn	370 03
	———— \$1,374 75

CR.

Paid John B. Mills . . .	\$140 00
Charles E. Cochran . . .	147 00
F. C. Livingston . . .	114 60
H. F. Roedelsperger . . .	25 00
M. Eugenia Lord . . .	100 00
M. A. Campbell . . .	94 50
Phoebe A. Maguire . . .	85 50
Hattie Emerson . . .	41 00
Nellie M. James . . .	9 00
Lenora C. Gilford . . .	9 00
Josie L. Richardson . . .	68 40
Mary J. Tynan . . .	54 00
Gertrude H. Brooks . . .	18 00
Helen F. Wetherbee . . .	27 90
Emma W. Mitchell . . .	54 00
Fannie Sanborn . . .	19 80
Nina D. Annis . . .	34 20
Della E. Haynes . . .	60 00
Kate M. Follansbee . . .	53 10
G. W. Varnum, janitor . . .	46 29
D. H. Morgan, janitor . . .	31 50
Hutchins, Riedell, & Co., printing	18 00
J. B. Clarke, printing	41 43
T. W. Lane	6 01
Union Publishing Co.	20 00
Charles A. Smith, side lamps	6 00
A. N. Clapp, oil, matches, etc.	6 77
Barr & Clapp, " "	7 92
Manchester Gas Light Co., gas	33 16
Frank D. Thorp, reflectors, lamps, etc.	2 67
	———— \$1,374 75

TEACHERS' SALARIES.

	DR.
To appropriation	\$39,000 00
balance from old account . . .	171 40
	\$39,171 40

	CR.
Paid Albert W. Bacheler	\$1,800 00
George I. Hopkins	1,000 00
Lucretia E. Manahan	750 00
Emma J. Ela	475 00
Mary A. Buzzell	475 00
Edward P. Sherburne	1,300 00
Clara G. Fogg	475 00
Lottie R. Adams	440 00
Carrie E. Reid	440 00
Mary L. Sleeper	463 13
Annie O. Heath	429 00
B. F. Dame	1,300 00
Julia A. Baker	475 00
Mary J. Fife	440 00
Belle R. Daniels	440 00
Mary F. Barnes	440 00
Daniel A. Clifford	1,300 00
Anstrice G. Flanders	475 00
Sarah J. Greene	264 00
Rocilla M. Tuson	440 00
Frank S. Sutcliffe	800 00
Mary A. Lear	264 00
Etta J. Carley	440 00
Nancy S. Bunton	550 00
Mintie C. Edgerly	403 75
Elvira S. Prior	445 00

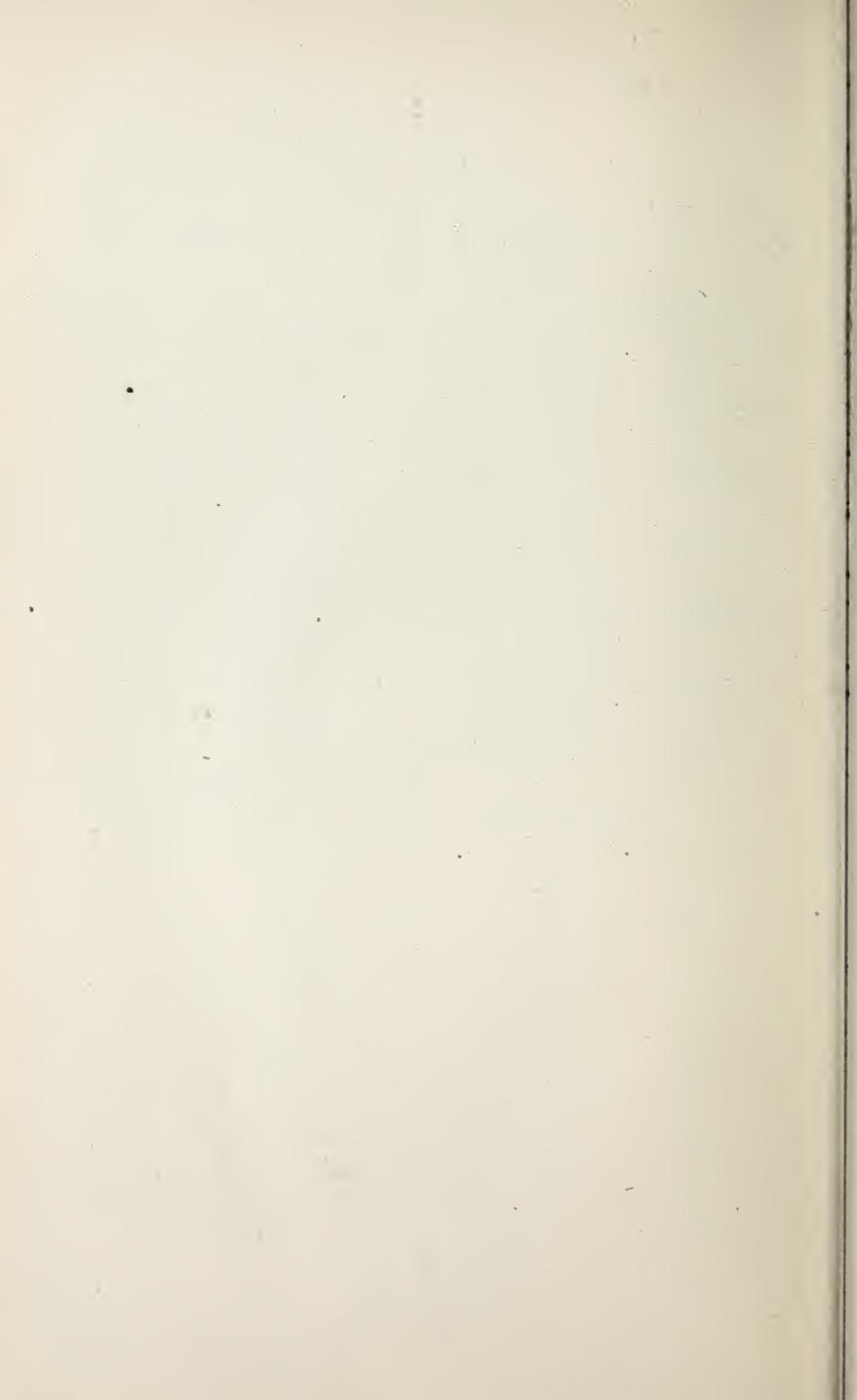
Paid Nellie M. James . . .	\$273 00
Ella F. Salisbury . . .	350 62
Clara N. Brown . . .	414 38
Georgianna Dow . . .	425 00
Helen M. Morrill . . .	425 00
Florence L. Stone . . .	255 00
Abbie E. Abbott . . .	297 50
Emma F. Beane . . .	403 75
Nellie B. Putnam . . .	375 00
Ida J. Bartlett . . .	390 00
Nellie Pearson . . .	425 00
E. Jennie Campbell . . .	270 00
Martha W. Hubbard . . .	150 88
Lucia E. Esty . . .	360 00
Emma L. Stokes . . .	395 00
Jennie F. Bailey . . .	425 00
Augusta S. Downs . . .	425 00
Alice G. Lord . . .	382 50
Maria N. Bower . . .	425 00
Jennie G. Stebbins . . .	382 50
Ellen E. McKean . . .	420 00
Florence A. Nichols . . .	365 63
Flora M. Senter . . .	355 00
Ella F. Sanborn . . .	425 00
Clara E. Woods . . .	375 00
Carrie I. Stevens . . .	307 50
Cora M. Dearborn . . .	360 00
Belle M. Kelley . . .	375 00
Lizzie J. West . . .	405 00
Nellie I. Sanderson . . .	403 75
Mary A. Smith . . .	425 00
Bertha L. Dean . . .	325 00
Anna J. Dana . . .	278 37
Carrie M. Gilmore . . .	414 38

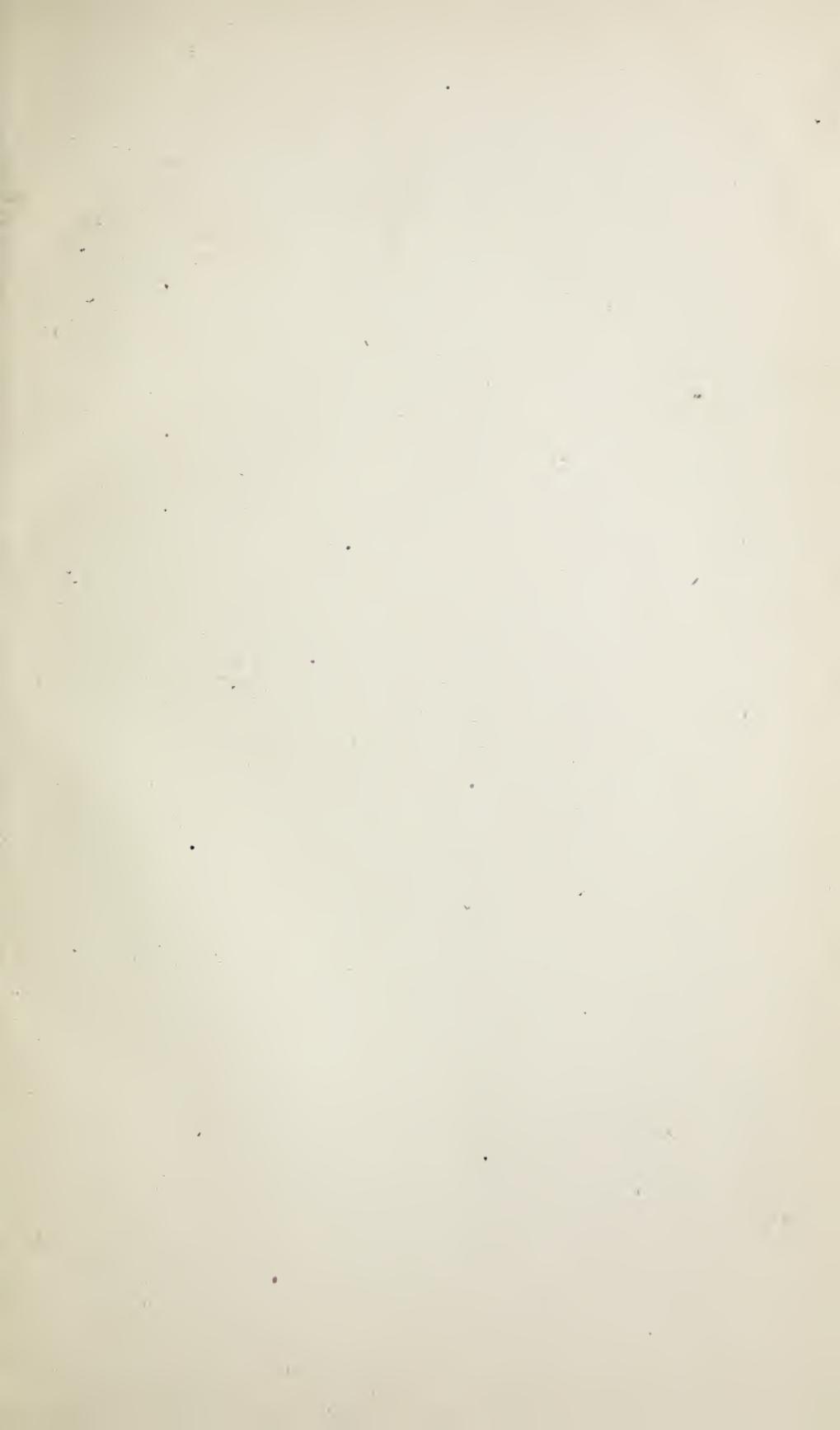
Paid Florence McEvoy . . .	\$425 00
Hattie G. Flanders . . .	425 00
C. Augusta Abbott . . .	403 75
Fannie D. Moulton . . .	355 00
Lizzie P. Gove . . .	340 01
Lizzie A. Burns . . .	347 50
Addie M. Chase . . .	118 75
S. Izetta Locke . . .	425 00
Georgie A. Nute . . .	475 00
Mary W. Mitchell . . .	410 00
Olive J. Randall . . .	425 00
Mary E. Sylvester . . .	395 00
Olive A. Rowe . . .	325 00
Susie G. Woodman . . .	410 00
Louisa R. Quint . . .	345 00
F. M. Kelley . . .	10 00
Susie A. Crosby . . .	345 00
Gertrude H. Brooks . . .	143 50
Annie W. Patten . . .	168 75
Ella F. Sanborn . . .	625 00
F. L. Perry . . .	45 00
Lenora C. Gilford . . .	210 00
Emma C. Gee . . .	297 50
Susie G. Woodman . . .	98 75
Nancy P. Flint . . .	75 00
Annie A. Webster . . .	170 00
Della E. Haynes . . .	9 00
J. J. Kimball . . .	800 00
Mary K. Webster . . .	591 00
By balance to new account . . .	1,668 00
	————— \$39,171 40

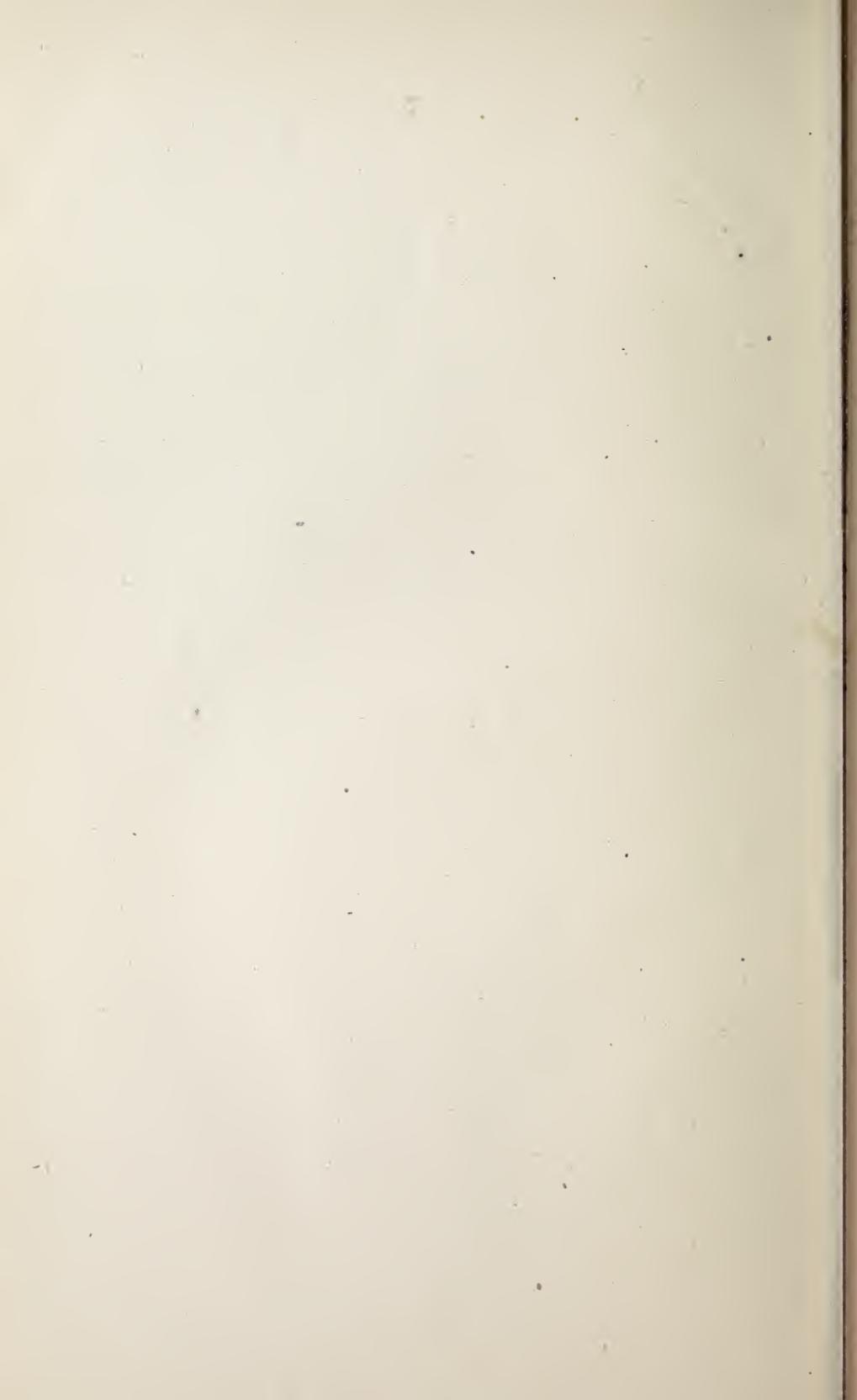
SCHOOL PROPERTY.

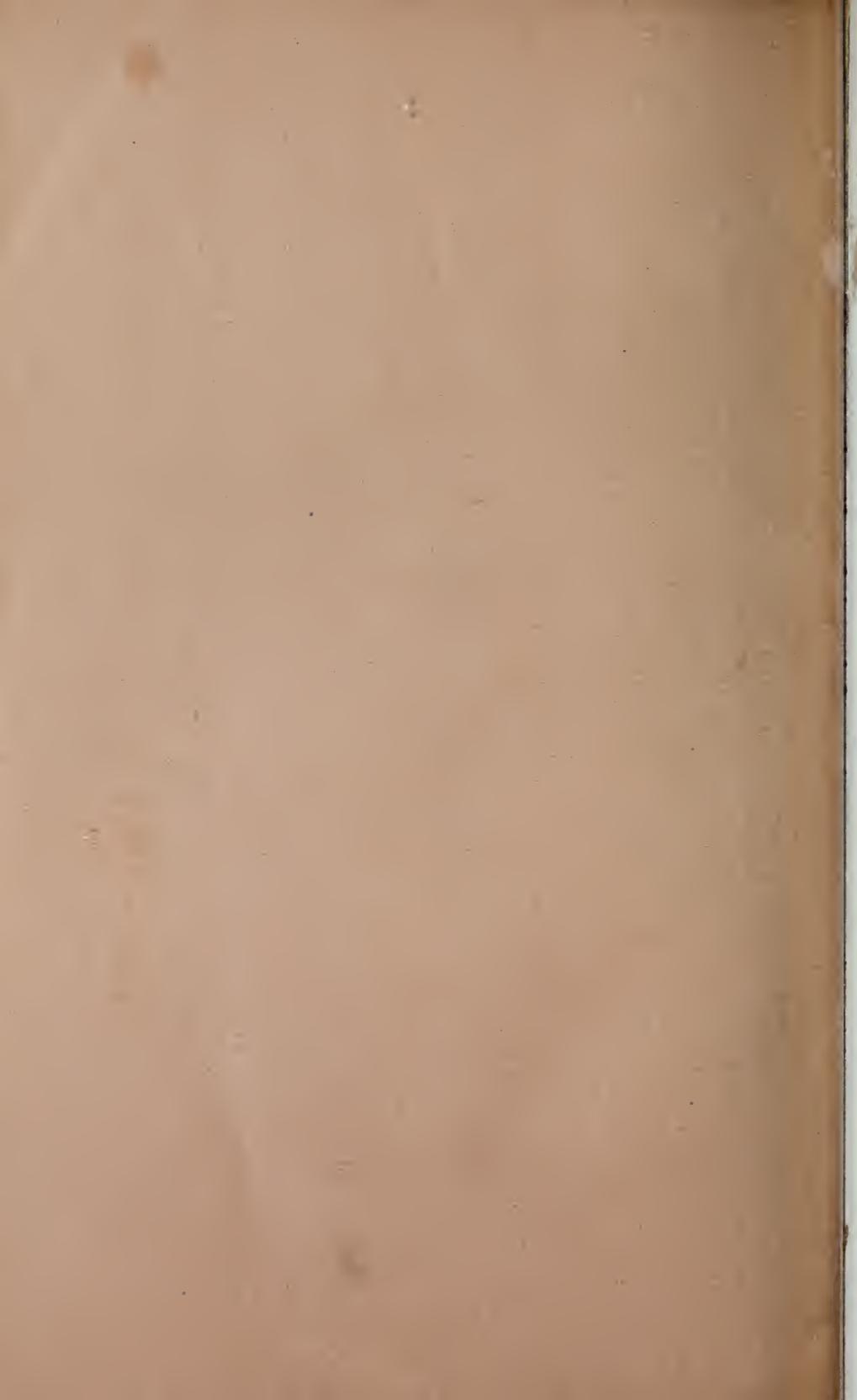
Blodget-street school-house and lot .	\$3,000	00
Movable furniture, maps, charts, etc.	150	00
Bridge-street house and lot .	500	00
Old High school-house and lot .	6,500	00
Movable furniture, maps, etc. .	200	00
New High school-house .	45,000	00
Movable furniture, maps, charts, books, and apparatus .	2,000	00
Wilson-Hill house and lot .	3,300	00
Movable furniture, maps, etc. .	125	00
Merrimack-street house and lot .	15,000	00
Movable furniture, maps, etc. .	350	00
Manchester-street house and lot .	8,000	00
Movable furniture, maps, etc. .	300	00
Park-street house and lot .	8,000	00
Movable furniture, maps, etc. .	400	00
Franklin-street house and lot .	18,000	00
Movable furniture, maps, etc. .	400	00
Spring-street house and lot .	14,000	00
Movable furniture, maps, etc. .	400	00
Stark house and lot	3,000	00
Movable furniture, maps, etc. .	200	00
Bakersville house and lot . .	3,500	00
Movable furniture, maps, etc. .	75	00
Goffe's-Falls house and lot .	3,600	00
Movable furniture, maps, etc.-	100	00
House and lot near Harvey's .	2,500	00
Movable furniture, maps, etc. .	50	00
House and lot near Clough's mill	600	00
Movable furniture, maps, etc. .	50	00
House and lot corner Beech and Spruce streets	6,000	00

Hallsville house and lot . . .		\$3,500	00
Movable furniture, maps, etc.	. 75	00	\$3,575 00
Massabesic house and lot 1,400	00	
Movable furniture, maps, etc.	. 40	00	1,440 00
Mosquito-Pond house and lot .	. 1,000	00	
Movable furniture, maps, etc.	. 50	00	1,050 00
Center-street house and lot .	. 5,000	00	.
Movable furniture, maps, etc.	. 125	00	5,125 00
Ash-street house and lot 58,000	00	
Movable furniture, maps, etc.	. 400	00	58,400 00
Lincoln-street house and lot .	. 50,000	00	
Movable furniture, maps, etc.	. 400	00	50,400 00
South house and lot, 'Squog .	. 2,800	00	
Movable furniture, maps, etc.	. 60	00	2,860 00
Amoskeag house and lot 3,700	00	
Movable furniture, maps, etc.	. 125	00	3,825 00
Main-street house and lot 12,000	00	
Movable furniture, maps, etc.	. 100	00	12,100 00
<hr/>			<hr/>
Amount of school property . . .			\$284,075 00

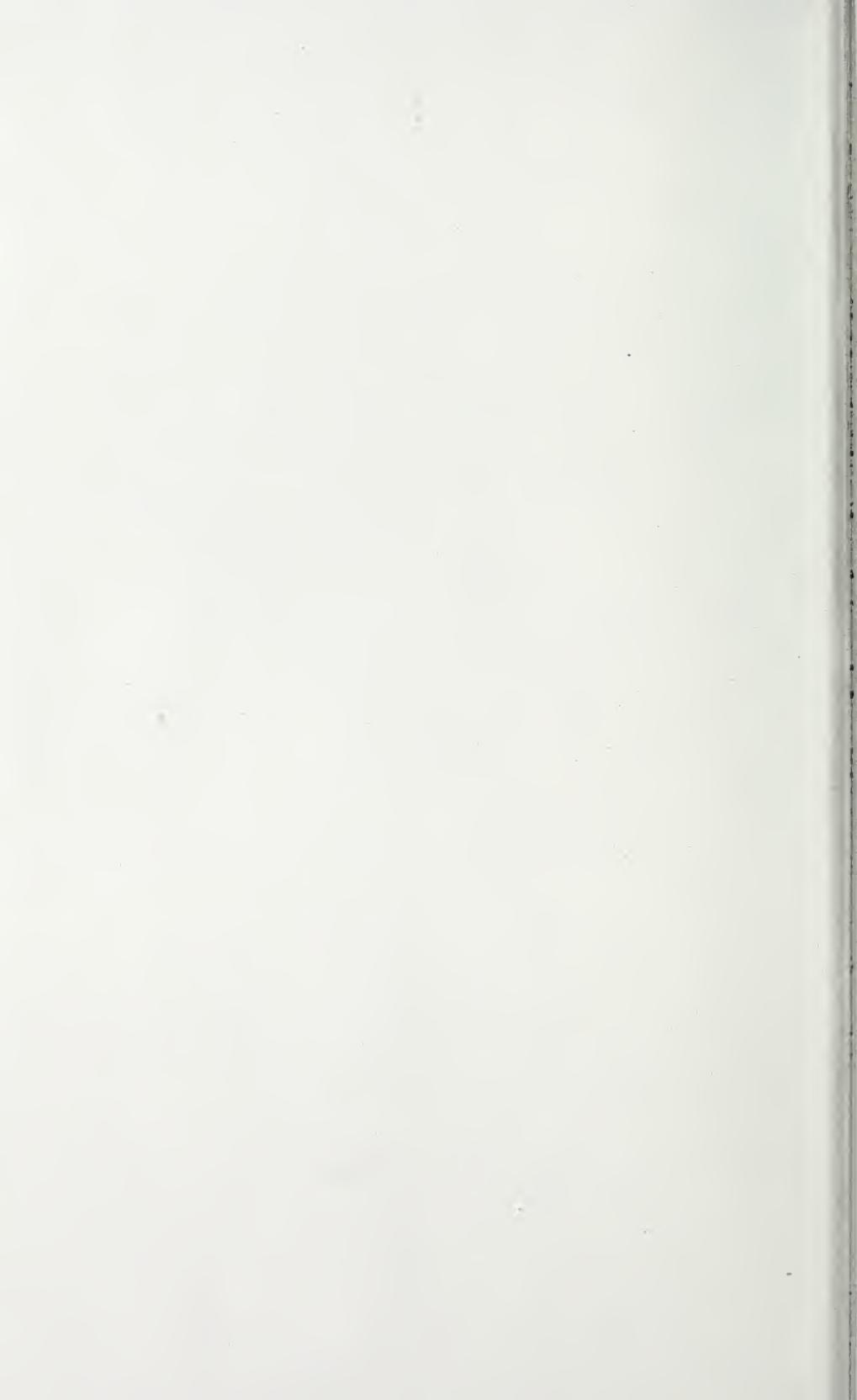












The HF Group

Indiana Plant

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8/22/2006

